

USING PERSONAL JOURNAL WRITING TO TEACH WRITING RECOUNT TEXT AT SMA MUHAMMADIYAH 1 PONTIANAK

RESEARCH ARTICLE

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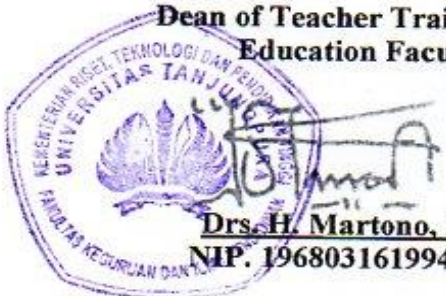

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USING PJW TO TEACH WRITING RECOUNT TEXT AT SMA MUHAMMADIYAH 1 PONTIANAK

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Abstract

This research was about teaching students' recount text writing by using personal journal writing. This research was a pre-experimental research on 36 students of class X IPS 1 of *SMA Muhammadiyah 1 Pontianak* in the academic year of 2017/2018. In this application, this study was done in stages involved giving *pre-test* in form of a task writing a recount text, giving treatment that is implementing the usage of personal journal as a medium to practice writing recount text, and giving *post-test* in form of a task writing a recount text. Based on the result of the data computation, it was obtained that the students' score of *post-test* (50.58) was higher than students' score of *pre-test* (32.80). The *t-test* score was 4.08 and the effect size was 0.7 showed that it categorized as a moderate effect. The result was categorized as a moderate effect because it is within the category of 0.51 and 1.0. Thus, Personal Journal Writing is effective in teaching writing recount text for the tenth-grade students of *SMA Muhammadiyah 1 Pontianak* in Academic Year 2017/2018.

Keyword: PJW, Writing, recount text, pre-experimental research

BACKGROUND

Writing is one the most important language skills that English as Foreign Language (EFL) students must learn for communication in English. Writing is used in a communication in which the writer convey what they want to say to the reader in which this statement is agreed by Hyland (2003) that stated, writing is a process of sharing personal ideas and thoughts which show the individual power of the writer to construct their own views on a certain topic.

Writing has types of text that EFL student will learn, one of those text is recount text.

Based on curriculum 2013, the first-grade students in high school are expected to be able to express meaningful ideas in terms of functional text and create a short story in form of recount text to retell their past experience with proper structure and grammar. According to Knapp (2005), recount is a sequential text which consists of series. The events are reported chronologically according to the setting of time and place with the use of conjunction and sequence marker.

Based on writer's observation in SMA Muhammadiyah 1 Pontianak, the student had difficulties in writing, this include: limited

vocabularies, used present tense instead of past tense, and not using the generic structure of recount text, they cannot explain about the settings (what happen, who are involved in the text, when this even happen, why the event happen, and how it happens) in their text. This leads to difficulties in arranging words into a good sentence and spend a lot of time in writing recount text.

Because of that, the writer used Personal Journal Writing (PJW) to teach students in learning to writes recount text. The writer used PJW because Personal Journal relates to the past event, suitable for recount text because recount text also retells past experience. In PJW, the students are free to share their ideas and thought about their daily lives and personal experiences through writing,

Some of the previous research is used as guidance and example in the writer's research. A research by Marpaung (2015) from Tanjungpura University about teaching writing recount text using Personal Journal. The finding of her research found that the student is more active to write English and more willing to try to find their fault to fix their writing. The students relate to their daily life experience and

even though they don't have much vocabulary, they still can try to fix their word and try to understand it. As the result, their understanding and grades improve. Another research is done by Wafa (2010) about Keeping Journal Writing to Improve the Writing Ability. In which the finding showed that the student who writes a journal, their grade improving. The student also relates to their daily life, finding new words and trying to understanding it. Because of this constant practice, their grades improved.

The focus of this research is that whether the use PJW to teach recount text is effective or not. Brainstorming the ideas by given specific topic, the student then could recall the past events and create a record of what happened in their events. After the journal is complete, with a clear instruction from the writer, he hopes that the student could create a recount text based on their personal journal.

RESEARCH METHOD

The writer conducted this research through Pre-experimental research. Cohen, L. et al. (2007) points out that pre-experimental research given as follows:

Table 1. One Group Pre-test and Post-test

Pre-test	Treatment	Post-test
O	X	O

The population of this research is the tenth-grade students of SMA Muhammadiyah 1 Pontianak in academic years of 2017/2018. It consists of 212 students who are divided into 7 classes. Those classes are called X-Ipa-1 to X-Ipa-3 and X-IPS-1 to X-IPS-4. Each class consists of 34 to 37 students. The writer decided to use cluster random sampling to take a class to be a sample for this research. The steps of cluster random sampling were taken by the writer are follows: the writer made the list of class in paper, put it in a hat, and took a piece of paper as a sample selected by lottery.

In this research, the sample was X IPS 1 which consists of 36 students. In this research, the researcher used a written test to collect the data. There were two tests for the students; Pre-test and Post-test. Both Pre-test and post-test consisted of only one test item.

Procedure of Research

There is some steps in the process of conducting this research as explained as follows: (1) Writer defined the population. In this research, the population is all of the students in the tenth grade of SMA

Muhammadiyah 1 Pontianak. (2) The writer took the sample using cluster random sampling. The sample is one class. (3) The writer administered a pre-test to the class in order to measure characteristics of the participants before they receive the treatment. Then the writer analyzed the result. (4) The treatment was held in two meetings of treatment before the post-test. The sample class will be taught using PJW as a media for teaching. The first meeting was to introducing recount text and PJW. The second meeting was to practicing to write the recount text based on PJW. The writer wanted two meetings outside of pre-test and post-test in order to make sure the students understood about recount text and personal journal. (5) The writer administered post-test to the sample class in order to measure the characteristic of the participants after receiving the treatment. (6) The writer organized the data and analyze the result from the post-test and compare it with the pre-test score.

Implementation of Research

The implementation of the research went through the following steps: (1) The pre-test was given before the treatment. In pre-test, the students were asked to write a recount text with the theme of “My Last Holiday”. The time was 45 minutes, and the result of the pre-test was analyzed. (2) The first treatment was the introduction to the personal journal, how

students write it, and how it’s function. The second treatment was writing about their experience of their last holiday in form of a personal journal. In the first treatment, the writer together with the students discuss the personal journal and recount text, gave them an example of a recount text and explanation about it, including asking the student to write a personal journal then write a recount text based on the journal within a specific topic that was given. In the second treatment, the writer asked the student to write a personal journal based on the topic given. (3) After the treatment, the students were given the post-test. In post-test, the students were asked to write a recount text with the theme “My Last holiday”. It was given to find out the students’ achievement after the treatment. (4) In analyzing the test result, the writer computed the students’ individual score, the mean score of both tests and the level of significance.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was conducted to get accurate data about the differences of teaching writing recount text through personal journal writing and teaching writing recount text, after conducting the research, the writer shows his findings as shown in table 2.

Table 2. Result of Pre-test and Post-Test

	Pre-Test	Post-test	Difference (D)
Total	1181	1821	640
Mean	32.80	50.58	17.78

1. The Result of Pre-test

The pre-test which was held on August 2nd, 2017 was aimed at getting the students’ achievement before the treatment. The pre-test score from 36 students in class X IPS I ranged from 20 to 60. Using the score qualification by J.B Heaton (2007), The lowest score was 20 which were categorized as poor and the highest

score was 60 in the category of average to good. There were 31 students’ categorized as ‘poor’, 4 students who were categorized as ‘poor to average’, and 1 students’ who were categorized as ‘average to good’. While the total score of students’ pre-test from 36 students was 1181. Based on the computation adopted from Hatch and Farhady (1982), the

students' mean score of pre-test was 32.80. According to the criteria, the students' mean score was categorized as poor.

2. The Result of Post-test

The post-test was administered after the treatment. Its purpose was to know the students' achievement after the treatment. The students' post-test score was ranged from 30 to 75. The lowest score was 30 which were categorized as poor and the highest score was 75 in the category of average to good. There were 17 students' categorized as 'poor', 7 students who were categorized as 'poor to average', and 11 students who were categorized as 'average to good'. The total score of students' pre-test from 36 students was 1821. the students' mean score of post-test was 50.58. According to the criteria, the students' mean score was categorized as poor to average.

3. The Result of Data Analysis

The data analysis began with the finding of the mean of difference (Interval D). Adapted from Furlong and Lovelace (1999) this can be found by subtracting the student's post-test score to their pre-test score.

$$\begin{aligned} Md &= M2 - M1 \\ &= 50.58 - 32.80 \\ &= 17.78 \end{aligned}$$

Meaning the average students' score is increasing. Then, the writer finding out the standard deviation of the students' difference scores, using the formula adapted from Cohen, Manion, & Morrison (2007)

$$\begin{aligned} \sum X^2 D &= \sum D^2 - \frac{(D)^2}{N} \\ &= 43705 - 11377.78 \\ &= 32327.22 \end{aligned}$$

To find out the conclusion whether or not the application of personal journal writing is effective in teaching writing recount text, the writer use the standard deviation to find the t-test, using the formula adapted from Hatch and Farhady (1982)

$$\begin{aligned} t &= \frac{MD}{\sqrt{\frac{\sum X^2 D}{N(N-1)}}} \\ &= \frac{20.64}{5.06} \\ &= 4.08 \end{aligned}$$

Which means there's an increase in score, and there is some effectiveness in teaching recount text using the personal journal writing. Then the writer finding out the effect size using the formula and the category from Cohen, Manion, & Morrison (2007)

$$\begin{aligned} ES &= t \sqrt{\frac{1}{N}} \\ &= 4.08 \times 0.17 \\ &= 0.7 \end{aligned}$$

The effect size of the treatment was 0.7. The result was categorized as a moderate effect because it is within the category of 0.51 to 1.0. Thus, Personal Journal Writing is effective in teaching writing recount text for the tenth-grade students of SMA Muhammadiyah 1 Pontianak in Academic Year 2017/2018.

Discussion

Regarding the research findings, the writer found that personal journal writing has a contribution toward the students' ability in writing recount text. The writer found that personal journal writing which was done by the students gave some contribution to their learning. It is supported by the theory of Moon (2006) about the purpose of writing journals

that it helps the students to enhance their critical thinking and to ask question more actively in the classroom. This will leads the students to help them improve their ability and achievement in learning process.

In implementing this research, the writer acted as a teacher. He gave pre-test and post-test to the students. There were two meetings of the treatments. Firstly, the writer introduced and explained the learning material, and then introduced PJW to the students. The writer instructs the student to write a journal based on their activity. Secondly, the writer instructs the student to make a recount text based on their journal. Writing recount text about their experience was very challenging to the students. They had to think about what experience should be used and choosing the correct vocabulary to explain their experience. In this research, the writer found that PJW was very useful for students to their activity in finding ideas from reflecting themselves.

PJW helped the students in finding their ideas and words to describe their experience and also helped them to practice using new words while searching the meaning of the words they want to use. Exploring more words such as nouns and adjectives to find the information and find meaning in the words was the activity that helps the students in their writing vocabularies. And then after the practice comes the making of the recount text based on the journal that they used made the students think critically to found which word is correct to describe their events and how close they are in using correct grammatical structure. Constant self-reflecting, give the students information and words in generating sentences which describe their past experience and then reconstructing their sentences into a paragraph. Following these process, the students have to perform their writing following the aspect of recount text.

The following explanation describes the aspect in evaluating students' writing, the personal journal and the effect on the recount

text. They are: (1) Orientation. Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. In the personal journal, the writer of the journal wrote "we" but they never explain who is it, but in the recount text the writer remember and know who is it and easily fill in the detail of who was involved ("My family and I"), for what, where, and when it is already stated in personal journal and easily written in recount text. And because it is from the student's own memory they can easily give the background of what happened. (2) The sequence of Events. Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. In personal journal, since the timeline is already established, student can easily give the information of the event. (3) Reorientation. Reorientation is a closing statement that may include elaboration. This is the only part that personal journal don't have any changes and effect.

Regarding personal journal writing, the writer applied the exploration of self-potential. According to Moon (2006), by knowing deeper self-potential, students can develop themselves. Besides, they will also be able to empower themselves to be able to do things better. Through this research, the writer found that personal journal writing is appropriate in students' learning process where the teacher wants the students to be able to write and record their personal experience as well as learning materials at school for the long last learning. It is strengthened by the theory of Moon (2006) about personal journal writing which can help the students not only to retell their experience but also to do reflection based on their experience.

Here the writer considered the personal journal writing is engaging in reflecting on their own experience and learning process and using meaningful criteria to determine learning gains and self-empowerment. As according to Langan (2011) explains that writing in a

journal, help students develop the habit of thinking on paper and show how ideas can be discovered in the process of writing.

Deal with students' problem in writing recount text, indeed Moon (2006) answered the problem that students who are working the procedural steps in writing start from prewriting, drafting, revising, and editing as mentioned by Grenville (2001) with a focus on practice regularly may be writing about their own ideas and expression, connecting their work to the concepts and thinking critically.

The contribution of personal journal writing in the students' writing recount text is in line with the findings in the previous study, A research by Marpaung (2015) from Tanjungpura University about Teaching Writing recount text using Personal Journal, found that using a personal journal, the student is more active to write English and then trying to find their fault to fix their writing. The student relates to their daily life experience and even though they don't have much vocabulary, they still can try to fix their word and try to understand it. As the result, their understanding and grades improved. Therefore, from the experiment, the writer found that personal journal writing is important for the students, as stated in Moon (2006) that the personal journal writing brings positive effect which can lead the students to know what is right, give guidance, encouragement, and motivation. It also helps the students to build questions or exercises and the expectation that personal journal writing can be very advantageous to them.

Another research was done by Wafa (2010) from Maria Kudus University about Keeping Journal Writing to Improve The Writing Ability of Students, found that keeping a small journal that the students write daily, the student is more willing to practice writing because their writing ideas come from their own mind. Because of the constant practice, their result improving. Therefore, from the experiment, the writer found that personal

journal writing is a way for the students to reflect themselves, as stated in Moon (2006), by knowing deeper self-potential, students can develop themselves.

CONCLUSION AND SUGGESTION

Conclusion

It is concluded that personal journal writing is significantly effective to use teaching writing recount text. It helps students to improve their score on writing recount text. Furthermore, through personal journal writing, students can get many advantages. They can record their activities and experiences in their own lives, they can improve their writing skill, and they can also improve their achievement not only in learning but also their self-empowerment because they can also do reflection. In this case, personal journal writing provides the criteria in writing recount text, the students actually were guided to know how to start writing too much focus on the grammar, vocabularies, spelling, punctuation, and capitalization.

Although applying personal journal writing in teaching does not always means that student's score will be excellent, using personal journal writing however, was useful to the students because they know how to reflect on their real experiences, their writing becomes more meaningful to them, and they become more responsible for the knowledge they had earned. They improved their self-empowerment and had much better progress in learning.

Suggestion

Based on the result of the research, the writer provides some constructive suggestions as follows: (1) The teacher is suggested to apply personal journal writing in teaching writing recount text because it helps students to practice easily and more routinely, makes the learning process more interesting and more fun. (2) The given topic must be easy to understand and relatable to both student and

teacher so they can discuss well. (3) The students are suggested to be more active and creative in the classroom. They have to train themselves to write at home and ask questions in the classroom. By having more chance to practice, they can be more independent in learning. It can help them to be more critical in thinking and gain much more knowledge. (4) The school management and The Principal is suggested to support the unconventional teaching-learning activity by providing enough media and facility, which are really needed to help improving teaching and learning process.

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